

GRAY COURT—OWINGS ELEMENTARY

Post Office Box 187
Gray Court, SC 29645

GRADES 3-8 Elementary School

ENROLLMENT 455 Students

PRINCIPAL Marilyn S. Ramsey 864-876-2171

SUPERINTENDENT Edgar C. Taylor 864-984-3568

BOARD CHAIR Leni N. Patterson 864-682-2633

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	48	37	0	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

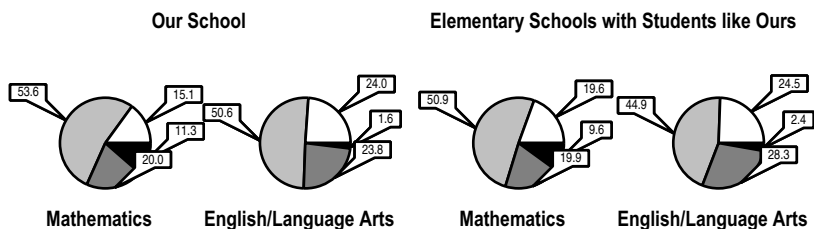
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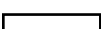
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Good	N/A
2002	Good	Average	N/A
2003	Good	Good	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	33	62	116
Percent satisfied with learning environment	87.9%	85.5%	72.2%
Percent satisfied with social and physical environment	84.4%	87.1%	60.4%
Percent satisfied with home-school relations	63.6%	95.2%	74.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	451	100.0	24.0	50.6	23.8	1.6	25.4	17.6
Gender								
Male	249	100.0	34.6	47.9	16.7	0.9	17.5	17.6
Female	202	100.0	11.0	53.9	32.5	2.6	35.1	17.6
Racial/Ethnic Group								
White	293	100.0	19.1	48.9	29.9	2.2	32.0	17.6
African-American	136	100.0	32.1	54.2	13.0	0.8	13.7	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	18	100.0	46.2	46.2	7.7	N/A	7.7	17.6
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	387	100.0	20.9	49.9	27.3	1.9	29.2	17.6
Disabled	64	100.0	41.9	54.8	3.2	N/A	3.2	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	451	100.0	24.0	50.6	23.8	1.6	25.4	17.6
English Proficiency								
Limited English proficient	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	443	100.0	23.4	50.7	24.2	1.7	25.8	17.6
Socio-Economic Status								
Subsidized meals	265	100.0	31.0	50.2	18.4	0.4	18.8	17.6
Full-pay meals	185	100.0	14.4	51.1	31.1	3.3	34.4	17.6

Mathematics								
All students	451	100.0	15.1	53.6	20.0	11.3	31.3	15.5
Gender								
Male	249	100.0	17.1	51.7	19.7	11.5	31.2	15.5
Female	202	100.0	12.6	56.0	20.4	11.0	31.4	15.5
Racial/Ethnic Group								
White	293	100.0	10.8	51.4	23.0	14.7	37.8	15.5
African-American	136	100.0	23.7	56.5	15.3	4.6	19.8	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	18	100.0	23.1	69.2	N/A	7.7	7.7	15.5
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	387	100.0	12.9	51.2	22.6	13.2	35.8	15.5
Disabled	64	100.0	27.4	67.7	4.8	N/A	4.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	451	100.0	15.1	53.6	20.0	11.3	31.3	15.5
English Proficiency								
Limited English proficient	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	443	100.0	14.6	53.6	20.3	11.5	31.8	15.5
Socio-Economic Status								
Subsidized meals	265	100.0	21.6	58.0	13.5	6.9	20.4	15.5
Full-pay meals	185	100.0	6.1	47.8	28.9	17.2	46.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	
	Grade 4	67	N/A	20.9	50.7	26.9	1.5	28.4
	Grade 5	82	N/A	22.0	59.8	18.3	N/A	18.3
	Grade 6	80	N/A	20.0	42.5	30.0	7.5	37.5
	Grade 7	81	N/A	20.0	51.3	25.0	3.8	28.8
	Grade 8	100	N/A	37.0	47.0	12.0	4.0	16.0
2003	Grade 3	62	100.0	17.2	55.2	27.6	N/A	27.6
	Grade 4	82	100.0	26.7	44.0	26.7	2.7	29.3
	Grade 5	71	100.0	23.9	49.3	22.4	4.5	26.9
	Grade 6	85	100.0	24.7	45.7	28.4	1.2	29.6
	Grade 7	73	100.0	25.7	51.4	21.4	1.4	22.9
	Grade 8	78	100.0	24.3	59.5	16.2	N/A	16.2

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	67	N/A	20.9	52.2	16.4	10.4	26.9
	Grade 5	82	N/A	17.1	46.3	25.6	11.0	36.6
	Grade 6	80	N/A	20.0	46.3	21.3	12.5	33.8
	Grade 7	81	N/A	32.5	42.5	13.8	11.3	25.0
	Grade 8	100	N/A	54.0	30.0	10.0	6.0	16.0
2003	Grade 3	62	100.0	22.4	58.6	12.1	6.9	19.0
	Grade 4	82	100.0	16.0	64.0	13.3	6.7	20.0
	Grade 5	71	100.0	9.0	59.7	25.4	6.0	31.3
	Grade 6	85	100.0	9.9	37.0	28.4	24.7	53.1
	Grade 7	73	100.0	22.9	42.9	21.4	12.9	34.3
	Grade 8	78	100.0	12.2	62.2	17.6	8.1	25.7

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 455)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.0%	No change	2.6%	2.4%
Attendance rate	95.5%	Down from 95.9%	95.8%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	9.1%	Up from 8.5%	13.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	13.7%	Down from 14.1%	8.7%	8.0%
Older than usual for grade	5.1%	Up from 4.5%	1.0%	1.1%
Suspended or expelled	0.0%	Down from 0.2%	0.0%	0.0%

Teachers (n= 23)				
Teachers with advanced degrees	17.4%	Down from 26.7%	45.2%	50.0%
Continuing contract teachers	91.3%	Up from 80.0%	86.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	74.0%	Down from 75.0%	87.0%	86.2%
Teacher attendance rate	93.2%	Down from 95.7%	95.2%	95.3%
Average teacher salary	\$37,482	Down 2.9%	\$39,496	\$39,909
Prof. development days/teacher	11.5 days	Down from 12.0 days	10.9 days	11.4 days

School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio	20.8 to 1	Up from 14.3 to 1	18.9 to 1	18.9 to 1
Prime instructional time	88.1%	Down from 90.7%	89.6%	89.7%
Dollars spent per pupil*	\$12,354	Up 157.4%	\$5,668	\$5,892
Percent spent on teacher salaries*	62.0%	Down from 62.1%	66.6%	66.6%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	99.0%	Down from 99.5%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Something old; something new! We have enjoyed our first complete school year in our "new" facility that now houses grades three through eight. The 1914 structure remains as a symbol of our rich heritage while the new wing reminds us that we are preparing independent learners for an ever-changing tomorrow.

Our curriculum has been strengthened by continued staff development in Thinking Maps, Write from the Beginning, and balanced literacy. New curriculum guides have helped align the curriculum to the state standards.

After school opportunities provided to students included a homework program, PACT Attack sessions, and YMCA program. We have continued to encourage community participation in the arts through student performances and by displaying student artwork in our local town hall.

Our business partner, Vulcan Materials, has worked closely with us to provide incentives to promote student attendance and punctuality. Another local industry, ISO, provided learning opportunities to students in the science classroom.

Character education was incorporated into the curriculum. A weekly writing prompt allowed students to think and write about positive character traits needed by all productive citizens. Students participated in service learning projects (Pennies for Patients, Veteran's Day program, Christmas for Needy Kids, March of Dimes).

Through the efforts of our students, parents, teachers, and community, we have made great strides, and we will continue to strive for excellence.

Marilyn Ramsey, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.